Target Math
Class 4
Term 1

Week 1
Day 1
Topic: Number up to one crore
Revise the concept of lacs.
C.W: p # 1 exercise 1(in copies)

Day 2
Topic: Number up to one crore
Write some numbers in words on board and ask the students to write them in figures.
C.W: First five questions from exercise 2 p # 2 (in copies)
H.W: Remaining four questions on p # 2.(in copies)

Day 3
Topic : Place value
Paste place value chart given on p # 3 .write some questions from exercise and explain to class how to put the numbers in place value chart.
C.W: Do 6 questions from exercise 1 p # 3.
Note: Do remaining questions during revision.

Day 4
Topic: place value
Write some numbers on board and ask their place value.
C.W: First five questions from exercise 1 p # 4.
H.W: Remaining questions from exercise 1 p # 4.

Day 5
Topic: 8 digit numbers
Explanation from p # 4and 5
C.W. First 6 questions from exercise 1 p # 5

Day 6
Topic: Numbers in figures
C.W: First four question from exercise 2 p # 5
H.W: Last six questions from exercise 1 p # 5.

Week 2
Day 1

Topic: Numbers in figures
C.W. Last four question from exercise 2 p # 5.
H.W Assessment of work done in week 1.

Day 2 Assessment

Day 3
Topic: Greater than and less than < >
Revise the concept of < >
C.W: First five questions from exercise 1 p # 6.

Day 4
Write some questions about concept on board and ask the students to solve them.
C.W: Exercise 2 on p # 6
H.W: Last five question s from exercise 1 p # 6.

Day 5
Topic : Ascending order
Revise the previous concept.
C.W: Exercise 1 p # 7

Day 6
Topic : Descending order
Revise the previous concept.
C.W: Exercise 2 p # 7
H.W: Assessment of work done in week 2

Week 3
Day 1 Assessment

Day 2
Topic: Numbers
C.W: Do p # 8
H.W: Do p # 9

Day 3
Topic: Odd and Even numbers
Explanation from p # 10.
C.W: Exercise 1 and 2 on p # 11.

Day 4
Topic: Even and odd numbers
C.W: First five questions from exercise 1 p # 12

H.W: Remaining four questions from exercise 1 p # 12

Day 5
Topic : Even and odd numbers
C.W: Exercise 2 p # 12

Day 6
Topic : Even and odd numbers
C.W: Exercise 3 p # 12
H.W: Assessment of work done in week 3.

Week 4
Day 1 Assessment

Day 2
Topic: Multiples
Follow the procedure given on p # 0001

Day 3
Topic: Common Multiples
Follow the procedure given on p # 0002

Day 4
Topic: Least Common Multiples
Follow the procedure given on p # 0003

Day 5
Topic: L.C.M of 3 numbers
Follow the procedure given on p # 0004

Day 6
Topic: L.C.M.
Do practice of L.C.M.
H.W: Assessment

Week 5
Day 1 Assessment

Day 2
Topic: Introduction of Factors
Follow the Procedure given on P # 0005

Day 3
Topic: Finding Factors
Write some questions on board and ask the students to solve them.

C.W: Write the following questions on board and ask the students to copy and complete it.

Day 4
Topic: Common Factors
Follow the Procedure given on p # 0006

Day 5
Topic: H.C.F
Follow the procedure given on p # 0007

Day 6
Topic: Prime Numbers
Follow the procedure given on p # 0008

Week 6
Day 1Assessment

Day 2
Topic: Fraction
Revise the previous concept of fraction.
Explanation from p # 13 and 14.
C.W: Write the question given on p # 0009 and ask the students to copy and complete it.
H.W: Do p # 14.

Day 3
Topic: Simple and Compound Fractions
Explanation from p # 15.
C.W: Do p # 16 (in copies)

Day 4
Topic: Simple and Compound Fractions
C.W: Do p # 17 in copies.
H.W: Write five examples of each 1.proper fraction 2.improper fraction 3.compound fraction

Day 5
Topic: Comparing Fractions
Explanation from p # 18 .
C.W: Do p # 18 in copies.

Day 6
Topic: Arranging Fractions
Explanation from p # 19.
C.W: Do p !9 in copies.

C.W: Write the following questions on board and ask the students to copy and complete it

Day 4
Topic: Common Factors
Follow the Procedure given on p # 0006

Day 5
Topic: H.C.F
Follow the procedure given on p # 0007

Day 6
Topic: Prime Numbers
Follow the procedure given on p # 0008

Week 6
Day 1Assessment

Day 2
Topic: Fraction
Revise the previous concept of fraction.
Explanation from p # 13 and 14.
C.W: Write the question given on p # 0009 and ask the students to copy and complete it.
H.W: Do p # 14.

Day 3
Topic: Simple and Compound Fractions
Explanation from p # 15.
C.W: Do p # 16 (in copies)

Day 4
Topic: Simple and Compound Fractions
C.W: Do p # 17 in copies.
H.W: Write five examples of each 1.proper fraction 2.improper fraction 3.compound fraction

Day 5
Topic: Comparing Fractions
Explanation from p # 18 .
C.W: Do p # 18 in copies.

Day 6
Topic: Arranging Fractions
Explanation from p # 19.
C.W: Do p !9 in copies.

H.W: Assessment of work done in week 4.

Week 7
Day 1 Assessment

Day 2
Topic: Equivalent Fractions
Explanation from p # 20.
C.W: Exercise 1 on p # 21 in copies.
H.W: exercise 2 on p #21.

Day 3
Topic: Equivalent Fractions
Explanation from p # 22.
C.W: First 4 question from exercise 1 p # 22

Day 4
Topic: Equivalent Fractions
Ask question about previous concept.
C.W: Next four questions from exercise 1 p # 22
H.W: Last 4 questions from exercise 1 p # 22.

Day 5
Topic: Equivalent Fractions
Write some questions on board and ask the students to solve them.
C.W: First five questions from exercise 2 p # 23.

Day 6
Topic: Equivalent Fractions
Write some questions on board and ask the students to solve them.
C.W: First five questions from exercise 2 p # 23.
H.W: Assessment of work done in week 5.

Week 8
Day 1 Assessment

Day 2
Topic: Reducing Equivalent Fractions.
Explanation from p # 24
C.W: First 7 questions from exercise 1 p # 24
H.W: Next 7 questions from exercise 1 p # 24

Day 3
Topic: Reducing Equivalent Fractions.
Explanation from p # 24
C.W: Last 6 questions from exercise 1 p # 24

Day 4
Topic Reducing Equivalent Fractions.
Explanation from p # 25
C.W. First five questions from exercise 1 p # 25
H.W: Remaining five questions from exercise 1 p # 25

Day 5
Topic: Changing Compound Fractions into Improper Fraction.
Explanation from p # 26
C.W: First five questions from exercise 1 p # 26

Day 6
Topic: Changing Compound Fractions into Improper Fraction.
Explanation from p # 26
C.W: Remaining five questions from exercise 1 p # 26
H.W: Assessment of work done in week 8.

Week 4
Day 2
Topic Multiples
Material Chart containing the definition of Multiples
Warm up Ask some question about multiple
Activity Ask the students to read the table of two and write it on board then encircle the answers like this

2 2 = 4

2 3 = 6

Do the same thing with table of three then explain to class that these encircled numbers are called multiples paste the chart containing the definition of multiples given below
Definition:
A multiple is a number which can be divided by another number without any remainder now explain to class that we will check these numbers according to this definition then do the following procedure

4 is a multiple of 2 (4 2=2 or 0)
6 is a multiple of 2 (6 2 =3 or 0)

Four and six are completely divided by two so all these numbers are multiples of two
C W Ask the class to write the multiples of following numbers
1. 5
2 9
3 4

H W Write the first fifteen multiples of following numbers
1 6
2 8
3 7

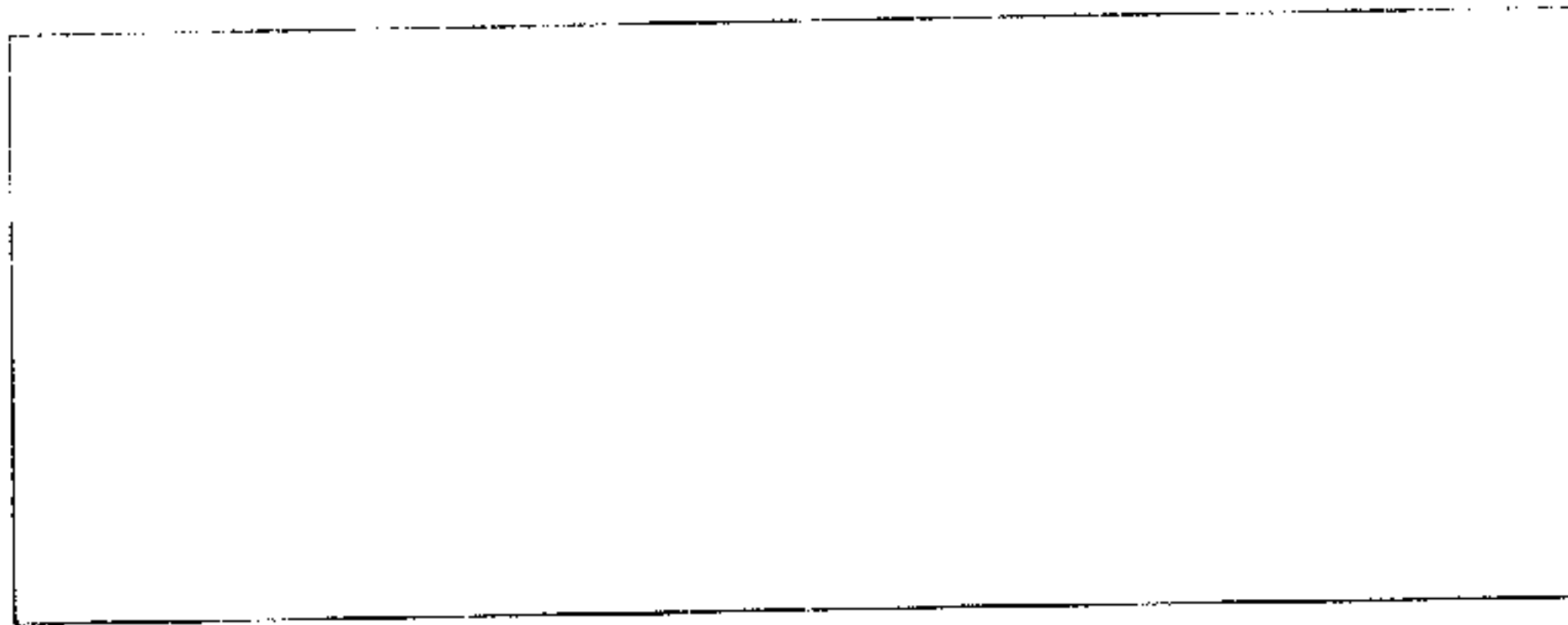
Day 3
Warm up Ask the question about previous concept
Activity Write the multiples of two and three in this way

Multiples of 2 = 2.4.6.8.10.12.14,16,18
Multiples of 3 = 3.6.9 12.15.18

Ask from class what do you notice about them?
Explain to Class [illegible] ar in b [illegible] lines we can show the pairs by looping them like this
Multiples of 2 = 2 4.6.8.10.12.14.16.18

Multiples of 3 = 3.6,9.12,15,18
Because 6, 12, 18 are all multiples of both 2 and 3,we give them a special name
We call them Common multiples.

C W Write this question on board and ask the class to copy and complete it
Write the multiples then loop the common multiples:
1 Multiples of 3 (up to 30) and multiples of 4 (up to 32)
2 Multiples of 2 (up to 20) and multiples of 5 (up to 20)
3 Multiples of 7 (up to 49) and multiples of 6 (up to 48)

Day 4
Warm up Ask the question about previous concept
Activity Paste a chart on which drawn the following table.

Now ask the class to look at the common multiples of three and five.
Explain to them that there are only two common multiples 15 and 30
As we know that 15 is smaller than 30 so we call 15 is the Lowest Common Multiple (L C M) of 3 and 5

C W: Write the following question on board and ask the class to copy and complete it
q Write the multiples first. Now write down:
1 The LCM of numbers 2 and 3
2. The LCM of numbers 3 and 4
3. The LCM of numbers 4 and 6
H.W: List the first ten multiples of following numbers then find the LCM
1 8 and 12
2. 12 and 15
3 6 and 10

P # 0003

Day 5
Topic LCM of three numbers
Activity. Do the previous procedure for LCM of three numbers.
C W: Ask the students to copy and complete the following question
2 . 4 , 5
5 .6 , 10
6 .7 ,14

P # 0004

Week 5
Day 4
Topic: Con[illegible]
Ask questions about previous concept.
Activity: Write the factors of 12 and 18 on board
Factors of 12 1. 2, 3. 4. 6. 12.
Factors of 18: 1. 2. 3. 6. 9. 18
Now explain to class that some of the factors appear in both. Because these factors are common to two different numbers, we call them common factors

-G.W: Write the factors for these pair of numbers and underline the common factors

1. 12, 15
2. 16, 20
3. 14, 24
4. 8, 36

H.W. Give the following questions for h. w.

5. 25, 15
6. 10, 32
7. 6, 27
8. 21, 14

P # 0006

Week 5
Day 5
Topic: H.C.F

Ask questions about previous concept.

Activity: Write the following numbers on board, call students randomly on board and ask them to write the factors of following numbers.

Factors of 24: 1, 2, 3, 4, 6, 8, 12, 24
Factors of 18: 1, 2, 3, 6, 9, 18

Explanation. The greatest or highest common factor of number 24 and 18 is 6. We call this the Highest Common Factor or HCF.

C.W: Find the HCF of the following:

1. 32, 24
2. 48, 30
3. 60, 28
4. 50, 25

p # 0007

Day: 6
Topic: Prime numbers

Ask some questions about factors.

Activity: Write the factors of 2, 3, 6, and 10 on board.

Factors of 2: 1, 2
Factors of 3: 1, 3
Factors of 6: 1, 2, 3, 6
Factors of 10: 1, 2, 5, 10

Ask the class to count the factors of each number and write them like this

Factors of 3: 1, 3 . (2 factors)

Explanation: Numbers which have only two different factors –the number itself and 1––have a special name. They are called prime numbers. Number 1 is not a prime number because it does not have two different factors.

C.W: Think carefully, then tick the numbers which are prime numbers.

15	31	24	21
32	25	29	37
17	45	11	18

p # 0008

Draw the following shapes on board ask the ss to copy and color the correct fraction.

P# 0009